

SEARCH RECOMMENDATIONS FOR CHAIRS & DIRECTORS

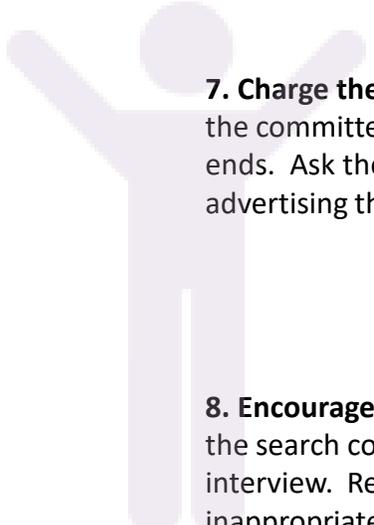
Before the Search

- 1. Actively develop a network of potential applicants and recommenders who are knowledgeable about your unit.** Consider institutions that train and professional organizations that support students from underrepresented groups. Connect with postdoctoral programs, and invite scholars, including those underrepresented in your field, for colloquia.
- 2. Foster a culture of equity and inclusion in your unit.** Improving the climate in your unit - for example by making processes and norms more transparent, encouraging participatory decision-making, and addressing inappropriate behavior - will make it more welcoming to (and help retain) all scholars. Discuss the value of DEI to your unit's goals, including but not limited to hiring faculty. Consider how welcoming the spaces in your department are (e.g. who is pictured?).
- 3. Have processes in place for person-specific hiring.** Be prepared to respond to requests for partner hires, or to consider a possible senior hire, by developing processes that allow for thoughtful, not rushed, consideration of the candidate. Consider ways in which your existing search committee can be involved.
- 4. Encourage all faculty members to attend a STRIDE workshops in advance of a specific search.** Because all faculty may have input on a search, searches may be ongoing, and searches may start before a particular year's workshops are scheduled, why not ask the entire unit to be prepared for the important activity of hiring?

Gearing up for the Search

- 5. As you articulate your hiring needs (e.g., develop a hiring proposal), outline a process that will ensure that DEI is fully integrated.** This might involve consideration of the subfields in your discipline where underrepresented scholars are working, review of past searches and their outcomes, and faculty discussions of how a candidate's potential contributions to DEI might be explored and assessed.
- 6. Build an effective search committee.** Require a high level of commitment to diversity and excellence, be sensitive to the multitude of demands placed on underrepresented faculty when making requests to serve, and provide sufficient staff support. Ensure that all members have attended a STRIDE workshop to learn about strategies for achieving a diverse applicant pool and evaluating applicants equitably.

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7. Charge the search committee. Describe the timeline for the search and your expectations of the committee, including how they will present their work and when their role in the search ends. Ask the committee to develop a set of job-relevant evaluation criteria in preparation for advertising the position and reviewing applications.

During the Search

8. Encourage circumstances that will allow you to see the candidates at their best. Work with the search committee, faculty, staff and students to provide a welcoming environment during the interview. Remind all that questions about a candidate's personal life (children, spouse, etc.) are inappropriate and can have unintended consequences.

9. Ensure that all candidates know about dual career support and family friendly policies. Provide an information packet to all candidates (rather than making this contingent on gathering inappropriate personal information). Be aware that dual career support from the Provost's Office is available to domestic partners of faculty recruits regardless of marital status or sexual orientation. Chairs, associate deans and deans – not individual faculty or the search committee – are the appropriate people to communicate with the candidate about dual career support.

10. Manage the decision-making process. Make sure the views of all are heard; different mechanisms of getting that input may be useful for different groups.

After the Search

11. Promote equity in negotiation. Candidates appreciate a list of things that can be negotiated at this stage (e.g. summer salary, student support, equipment). Ensure equity with others at the same rank.

12. Focus on the future. Review the search process, and reflect on what might be improved for the next time. Create mechanisms to support faculty, e.g. mentoring, inclusion in networks, introductions to potential collaborators, and teaching resources.

13. Champion your new faculty member's scholarship. Communicate to your faculty the importance and value of the new faculty member's research. Ensure you have an equitable way to assess new approaches and topics of research for the tenure and promotion process. This may include research that is published in newer and less well-known journals in the field.